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BOSTON SCHOOL COMMITTEE, OFFICE OF PROGRAM DEVELOPMENT
PROGRESS REPORT, MARCH 1965 TO MAY 1966.
BOSTON PUBLIC SCHOOLS, MASS.

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THE PROGRESS IN DEVELOPING PROGRAMS TO STIMULATE AND COORDINATE EDUCATIONAL INNOVATION AND EXPERIMENTATION WITHIN THE SCHOOL SYSTEM IS REPORTED. DESCRIBED ARE (1) CHANGES IN THE ORGANIZATION OF THE OFFICE OF PROGRAM DEVELOPMENT, (2) INDIVIDUAL EXPERIMENTAL PROGRAMS IN SPECIFIC CURRICULUMS, (3) MODEL DEMONSTRATION SUBSYSTEM PROGRAMS (EXPERIMENTAL SCHOOLS FROM PREKINDERGARTEN THROUGH HIGH SCHOOL), (4) THE PREPARATION AND IMPLEMENTATION OF PROGRAMS UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AND (5) PLANS FOR THE HARVARD-BOSTON AND SUBSYSTEM SUMMER PROGRAMS TO BEGIN IN JUNE 1966. (JL)

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BOSTON SCHOOL COMMITTEE

OFFICE OF PROGRAM DEVELOPMENT

PROGRESS REPORT

March, 1965 to May, 1966

54 pages

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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May, 1966

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I. PROGRESS FROM MARCH, 1965, THROUGH DECEMBER, 1965

A. Organization of the Office of Program Development

The Office of Program Development was created by the Boston School Committee on March 11,1965, for the express purpose of stimulating and coordinating educational innovation and experimentation within the Boston school system. The office was originally funded by an Office of Economic Opportunity grant through Action for Boston Community Development. It is now funded under Titles I & III of the Elementary & Secondary Education Act of 1965.

Working within a rather broad mandate, the Office was given several specific tasks and areas of activity, among them:

---The coordination of educational research and development activities of the colleges and universities of the area and the school system as a whole.

---A general program development responsibility in conjunction with Action for Boston Community Development for the planning of any school programs funded through the Office of Economic Opportunity.

---The creation within the school system of a model demonstration sub-system in the Roxbury-North Dorchester area to serve as an arena for educational innovation from pre-school through high school.

---The planning and design of the educational program and building specifications for the new central 5,000 pupil high school to serve eventually as the secondary part of the model sub-system.

---Over-all supervision of the planning of specific innovative school buildings in conjunction with consultants and a broad range of representatives of the community, under Title III of the Elementary and Secondary Education Act of 1965.

---The over-all planning and preparation of proposals for submission under Titles I and III of the Elementary and Secondary Education Act.

---The eventual development of long-range plans for the improvement of the school system as a whole, indeed, plans for making the Boston schools a model for urban education all across the country.

It should be stressed that in all of these activities the Office acts under the authority of the School Committee, the Superintendent of Schools and in conjunction with the Board of Superintendents and the Associate Superintendents in charge of the various levels. The Associate Superintendent with over-all responsibility for the activities of the Office is William J. Cunningham.

Although funding for the Office did not become available from OEO until May, 1965, planning proceeded on the development of programs and on the preparation of proposals for the up-coming Elementary and Secondary Education Act.

The staff of the Office during this period consisted of the consulting director, Mr. Evans Clinchy, and two assistants, Mr. Joseph Carey, and Mr. Francis Brow. It should be noted that the funding from OEO was for planning only and did not provide any operational funds for the sub-system or for any experimental programs. All experimental operations from March, 1965, through January, 1966, have been carried on through voluntary work on the part of university people and people within the Boston school system.

The next three sections of this report deal with the results of these efforts through December, 1965.

B. INDIVIDUAL EXPERIMENTAL PROGRAMS

Since its inception, the Office of Program Development has sought to bring innovation to the Boston Public Schools. By June of 1965, it appeared that several promising programs in the areas of literature, grammar, mathematics and social studies would become operative in certain schools as of September. Arrangements were made to place these programs in five junior high schools. At this time, it is well to point out that the principals of the schools involved were most enthusiastic and cooperative in their reception of these new educational forays.

With the opening of school in September, the following programs got underway:

1. A LITERATURE - BASED CURRICULUM FOR TERMINAL URBAN STUDENTS

   Mr. George Thomas and Mr. Davenport Plummer of Harvard University Graduate School of Education are teaching two classes of non-college courses students for the entire year at the James P. Timilty Junior High School, Mr. Stanley Curran, Principal. Mr. Thomas and Mr. Plummer are trying to "reach" these terminal students through drama and good literature. By experimenting with varying class size, arrangements, judicious use of audio-visual equipment and plenty of encouragement, they are attempting to get at the roots of a serious problem with this type of student, namely, his inability to express himself in other than one word answers. In their own words they want"to bring literature within the reach of terminal students so that they may begin to reach themselves and reach the world around them."

2. TRANSFORMATIONAL SENTENCE - EMBEDDING AS A METHOD FOR ACCELERATING THE GROWTH OF SYNTACTIC FLUENCY IN THE COMPOSITION OF WRITTEN ENGLISH (COMMONLY CALLED TRANSFORMATIONAL GRAMMAR)

Miss Lorraine Hamilton and cooperating teacher Mrs. Elizabeth Hughes are teaching this program to classes at the Washington Irving Junior High School. Mrs. Joan Yasi and cooperating teacher Mrs. Phyllis Silverman are teaching this same program at Woodrow Wilson Junior High School. Mr. Thomas Meagher, then principal of the Washington Irving now an Associate Superintendent and Mr. John Ambrose of the Woodrow Wilson have been most cooperative in supporting this program. Mr. John C. Mellon of Harvard University received a government grant to place this innovative grammar program in several schools in the metropolitan area. He has been acting as a supervisor and will be responsible for publishing the results of his research in this area.

A transformational grammar program relies on using practical methods (called "sentence embedding")of building sentences rather than presenting the student with a sentence and having him analyze the various parts according to rigid rules of grammar. The emphasis is on learning, in a practical way, to construct meaningful and expressive sentences (syntactic fluency) not through a rehash of the parts of speech but rather through exercises in transforming independent clauses into clear and concise prose.

3. ESI SOCIAL STUDIES PROGRAM BASED ON THE COLONIAL PERIOD

This program being developed by Educational Services Incorporated of Cambridge was placed in the James P. Timilty Junior High School, Mr. Stanley Curran, cooperating principal. Mr. Leonard E. Kaufman is the cooperating teacher and Miss Nona Plessner is the Educational Services Incorporated representative.

THE COLONIAL PERIOD is an experimental social science unit at the seventh grade level using innovative original source material, maps, games and other visual aids built around the following theme: The transposition of English culture to American and its subsequent transformation during the Colonial period of American history. The program emphasizes the study of original documents by the students who are then asked to build their own hypotheses as to the social, economic and cultural forces which led to the American Revolution.

4. UNIVERSITY OF ILLINOIS EXPERIMENTAL MATH PROGRAM (UICSH)

Mr. Thomas O'Donnell, doctoral candidate at the Harvard Graduate School of Education is teaching this program, geared to the level of those disadvantaged children in the seventh grade who are having difficulty in mathematics, at the Mary E. Curley Junior High School, Mr. Paul Donovan, cooperating principal. The text of this course is experimental material developed by Max Beberman of the University of Illinois, Committee on School Mathematics (UCISM). The material has strong orientation toward slow learners because it appeals to their intuition through the use of the "stretch and shrink" method with measured sticks. Practically speaking, the pupil often times dealing with physical objects, soon discovers that adding and multiplying "stretch" while subtracting and dividing "shrink". The text is carefully written in an appealing style and is especially designed for this type of pupil at the junior high level.

C. THE MODEL DEMONSTRATION SUB-SYSTEM

The model sub-system began its operations on a limited basis at the opening of the school year in September, 1965. One elementary school was

selected as the first component of the sub-system -- the W.L.P. Boardman School in Roxbury. Miss Ann O'Neill, assistant principal of the Quincy Dickerman School, was selected as the director of the sub-system elementary school. The school population, which started at about 60 children in September, has now built up to approximately 190. Classes in the school are limited to 25 students. There is now a waiting list for admission to most classes in the school. Since the Office of Program Development has the authority to select its teachers, several staff changes were made during this period. However, the operation was severely limited due to the delay in the receipt of Federal funds under Title I.

In addition to the experimental programs listed below, the Office has asked the parents of the school to form their own independent parent-community group. The school has been opened in the afternoons to accommodate a special tutoring program sponsored by the Roxbury Community Council serving not only Boardman children but children from other schools as well.

Programs currently in progress at the school or recently completed are:

ABT ASSOCIATES - GAME LEARNING

Game Learning for Disadvantaged Groups is an educational experiment devised and directed by Dr. Clark Abt and his associates.

Abt Associates initiated the Boardman Program on Sept. 17,1965. Observation teams visited all classrooms periodically. Experiments in Game Learning techniques were confined to Grades Three, Four, Six, and Special Class.

Sixty children and three teachers participated in this program. Representatives of Abt Associates made sixteen visits during the period September 17, - December 7, 1965.

NEW ENGLAND CONSERVATORY OF MUSIC - EURYTHMICS

Miss Lisa Fredricks, of the New England Conservatory of Music is conducting the special program in Eurythmics in the Kindergarten and Special Class. The program started Sept. 17, 1965.
Miss Fredricks teaches two mornings a week, 9:30 to 11:30. She is assisted by a paid neighborhood aide, Mrs. Virginia Sheldon. Mrs. Sheldon, a former Nursery School teacher, has a daughter in the third grade.
The Eurythmics system is used extensively and successfully in European schools. Miss Fredricks is particularly well qualified to experiment with this method. She has recently returned from two years of intensive study in Switzerland. Thirty eight children and two teachers are engaged in Miss Fredricks' program.

BOSTON UNIVERSITY - MUSIC PROGRAM

Mr. Joseph Trongone, Director and Miss Pauline Herlihy, Supervisor Department of Music, Boston Public Schools, organized the Boston University Music Program for the Boardman. The program started October 1, 1965.
Two students from Boston University School of Music teach in Grades One through Six and Special Class on Tuesday and Thursday from 9:00 A.M. to 1:00 P.M. The children are given lessons in vocal, instrumental, and choral music.

The student teachers are directed and supervised by Dr. Lemon and Miss Struty, Boston University School of Music.
One hundred sixty pupils and seven teachers share in this cooperative venture.

CHILDREN'S MUSEUM - MATCH BOX PROJECT

This program was directed by Mr. Kresse and Mr. Fishman of the Children's Museum, aided by Museum staff members. The Museum Staff and the Boardman Faculty met to discuss the purpose and use of the MATCH (Material and Aids for Teachers and Children) Boxes prior to the introduction of the program on Oct. 1, 1965. Pupils in each Grade level experimented in a different study area.

Kindergarten	Birds
Grade One	Birds
Grade Two	City
Grade Three	Indians
Grade Four	Seeds
Grade Five	Greece
Grade Six	Greece

Books, slides, strip projectors, records, pictures, microscopes, and many other aids were supplied in the MATCH Boxes.
Museum Staff members made daily visits to each classroom during the two week period the children worked with MATCH Boxes. All pupils and teachers participated in this program.

EDUCATIONAL SERVICES INCORPORATED - DESIGN LAB

The Design Laboratory of Educational Services Incorporated has conducted a variety of experiments in Kindergarten, Junior Grade One, and Grade One. This program started October 7, 1965, and is directed by Mr. Nathaniel Burwash and his assistant Mr. Anthony Sharkey. The staff of the Design Laboratory has placed a number of unusual materials in the classrooms and encouraged the children to work freely with the material. The enthusiastic and unhibited response to this tactile experience has been most interesting to watch. Design Laboratory staff members have spent many hours at the Boardman School in classroom observation and evaluation. Boardman Faculty members have visited the Design Laboratory to see materials in preparation for classroom trial. Materials from the Design Laboratory presently in use at the Boardman include:

Large and small modualr blocks

Clay for modeling construction

Sand Tables

Pebbles, shells, macaroni, sand, sawdust, miniature figures, etc.

Room dividers for Reading corners

Floor-based blackboards that permit little children to work at eye level.

Sixty interested pupils and their teachers have cooperated in this active approach to learning.

HARVARD UNIVERSITY-READING PROGRAM

Dr. Rose Sabaroff, Director, Teacher Intern Training Program, Harvard Graduate School, is teaching reading in the Kindergarten, using an integrated linguistic approach, utilizing speech, sight,

and sound to reinforce the vocabulary. Dr. Sabaroff started her program on October 1, 1965, and has been coming twice a week since that date. Dr. Sabaroff's skill, energy, and dynamic approach have produced visible, although as yet not tested, measured, or proven results. Twenty children are participating in this program.

HARVARD UNIVERSITY - TEACHER TRAINING PROGRAM

Four graduate students from Harvard University School of Education have been student teachers at the Boardman School since October 7, 1965. They observe and teach one day a week in Grade Two, Grade Three and Four, Grade Four and Five, and Grade Six. The training teachers have guided and directed the students in the planning, presentation, and evaluation of classroom work.

Eight student teachers have been assigned for the second semester. They observe and teach five days each week. This means one student teacher per classroom.

Ninety three pupils and four teachers cooperated in the first semester program.

TEACHER AIDE PROGRAM - VOLUNTEER PROFESSIONAL AIDES

Students from Harvard University, Simmons College, and Radcliffe College volunteered to serve as professional aides. They accepted the following assignments, beginning October 1, 1965:-

Barbara Epstein	-	Simmons College Language Arts
Monday		Grade One
Friday		Junior Grade One
Judy Hargraves	-	Simmons College - Speech Therapy
Friday		Junior Grade One
Enid Asher	-	Radcliffe College - Dramatics
Friday		Grades Three and Four

Randy Weiss Tuesday	-	Harvard University - Mathematics Grades Four and Five
Jean Melamed Friday	-	Radcliffe College - Kindergarten Kindergarten

One hundred ten children were served by these volunteer aides.

D. PREPARATION OF PROGRAMS UNDER THE ELEMENTARY & SECONDARY EDUCATION ACT OF 1965

Title I of the Elementary and Secondary Act of 1965 authorized the allocation of funds to local educational agencies for programs directed toward the educational needs of economically deprived children. This was by far the most generously funded of all of the titles of the Act. Under this title a sum of $3,600,000 was allocated to the Boston Public Schools.

However, it was indicated from the beginning that allocation did not imply entitlement. It was essential that the Boston Public Schools prepare a proposal, involving a series of programs, which would meet the approval of the Massachusetts Department of Education. If these programs were approved, the Department of Education was then authorized to release funds to the Boston Public Schools.

It became the responsibility of the Office of Program Development to draft the proposal which would be submitted to the Massachusetts Department of Education. This involved the identification of the educational needs of the economically deprived children of Boston both in public and non-public schools at all levels of education from pre-school through high school. In order to identify these needs the Office of Program Development cooperated closely with the Board of Superintendents, with school supervisory and administrative personnel and with interacting community agencies and community groups.

Throughout this phase it was clearly understood that all programs developed would be subject to approval by the School Committee of the Boston Public Schools.

The main emphasis of programs under Title I fell upon compensatory education. It was decided during their early developmental phase that compensatory education programs should be prepared for pupils at all three educational levels, elementary, junior high and high school. However, since programs had to be planned for schools with a higher incidence of economic deprivation then the city wide percentage the number of high schools that might be included was necessarily restricted. The problem of identification was not so difficult at the elementary and junior high level since children from economically deprived areas mainly attended schools near their homes. Economically deprived high school students were scattered throughout the city in both district and central high schools. For this reason it seemed wise to limit the high school program to an experimental or pilot program in one high school.

There already existed a firm basis for the establishment of a compensatory program at the elementary school level. Such a program, Operation Counterpoise, had been introduced into 12 Boston school districts by the Deputy Superintendent of Schools, Miss Marguerite Sullivan and had been functioning for the preceding two years. This program emphasized team teaching, reading and arithmetic improvement, and the provision of such reinforced services as additional pupil adjustment counseling and special art and music instruction. The program was conducted by master teachers who supervised the program and who were assisted by auxiliary teachers to free the master teachers for more extensive planning activities. Planning was marked by frequent teacher conferences, supervisory visits and workshops.

The intent of Title I indicated that funds would not be granted to supplant but only to supplement existing activities. Consequently, Operation Counterpoise itself could not be supported by federal funds. However, any extension of the program or any additional services provided for the existing program could be supported. It was determined, therefore, that it would be advisable to extend the existing program to additional school districts. The expanded program was to serve over 11,000 children in seventeen school districts rather than the 8,000 children previously served in twelve school districts. Thus, in the five new districts the entire program would be initiated for the first time and in the districts previously served by the program additional teaching and ancillary personnel would be provided, and additional curriculum materials would be added. The Deputy Superintendent of Schools and her cooperating staff indicated the additional services and personnel that seemed necessary. New components added to the program included stronger health and recreation programs, additional pupil adjustment counseling, guidance counseling, additional art, music and diction specialists, resource specialists with audio visual aid responsibilities after school enrichment and remediation programs, joint participation programs and an even more pronounced emphasis upon the development of language, reading, and computational skills. When the desirable program components had been identified the Office of Program Development cooperated with the Deputy Superintendent in drafting the program in conformity with the guidelines established by the Massachusetts Department of Education and the U.S. Office of Education.

Prior to this time no compensatory education program had been developed for the junior high schools. An experimental program, Operation Second Chance, focusing upon the needs of potential drop-outs and slow learners had been initiated in several junior high schools but this was not a broadly based program. To develop such a program, a knowledgeable and imaginative junior high principal, William Cannon of the Edwards Junior High in Charlestown, was temporarily released from his administrative duties to work with the Office of Program Development in planning a junior high school compensatory program. The process of identifying needs followed much the same pattern as that pursued in developing the elementary school program. The identification process involved visits to schools in the economically deprived areas, and frequent conferences with principals, supervisors, department directors and the Associate Superintendent in charge of junior high schools.

Following this identification process the junior high school program was drafted and added to the package.

One high school was identified as qualified by the specification of the act for the introduction of an experimental program. In this high school, Girls High, the most urgent need was determined to be a program of reinforcement for potential drop-outs and slow learners. The program was developed jointly by Miss Alice Casey, the headmaster of Girls High school, and the Office of Program Development.

Following the drafting of these programs and prior to their submission to the Massachusetts Department of Education it was necessary

first to compile all the pertinent statistics relating t school attendance, and the identification of teaching, supervisory and administrative personnel in the Boston Public Schools; and, second, to prepare a budget for all programs. It was required that both statistics and budget be adapted to the forms and guidelines devised by the State Department of Education and that practices approved by both the Massachusetts Department of Education and the Federal Government be employed. Compliance with these regulations required considerable interaction between the Boston Public Schools and the Department of Education and involved personnel from the Office of Program Development and from the statistical and fiscal departments of both the City and State.

The programs described above were designated as follows in the program design:

1. The Elementary Enrichment Program
2. The Junior High School Enrichment Program, and,
3. The High School Enrichment Program

A second aspect of the Title I program is designated as "Innovation and Experimentation" and will encompass the model subsystem programs. The model subsystem will be initiated at four educational levels; preschool; elementary; junior high school and high school. In the beginning the subsystem will include one school at each level. The major emphasis of each program will be upon testing innovative and experimental ideas and will be directed toward the discovery of how children learn and the best teaching methods, curriculum design and

educational materials to promote and enhance the learning situation..Eventually, it is anticipated that successful program components will be introduced into other schools in the system. Since these programs also fall under Title I selected schools will be located in areas of greatest economic deprivation. The program will be developed by the consulting director of the Office of Program Development and by a staff selected jointly by the Office of Program Development, The Board of Superintendents and the Superintendents of Schools.

The personnel that will be needed properly to implement the program have been identified as follows:

An assistant director of the Office of Program Development to supervise and administer the entire program.

One education specialist at each of the four levels.

One administrative director for each model sub-system school.

Eight curriculum specialists at the elementary level.

A curriculum specialist for each subject area at both junior high and high school levels.

The qualifications that will determine the selection of these personnel follow:

CHIEF COORDINATOR OF SUB-SYSTEM PROGRAMS

Duties and Qualifications

The chief responsibility of the Chief Coordinator in charge of Sub-System Schools will be the comprehensive supervision and coordination of all sub-system schools at the three educational levels. He will establish a systematic mechanism of inter-communication between personnel developing

the program and personnel implementing the program. He will also establish procedures for reporting on program progress both to the school administration and to the federal and state government. Further, he will expedite the interrelationship of program development at all three educational levels and facilitate the integration of the entire program into a unified entity. In order to carry out these procedures he will set up a systematic schedule of conferences, workshops and in-service and pre-service training programs. He will familiarize himself with program functions at each level and establish suitable evaluative procedures. Finally he will represent the subsystem in its relationship with the community, with cooperating agencies and organizations and supervise the dissemination of pertinent information to interested persons within and outside of the school system.

Professional Qualifications -

1. Organizational Ability
2. Familiarity with State and Federal statutes relating to education.
3. Broad experience with innovative educational programs.
4. Familiarity with organization and procedures of Boston Public Schools at all educational levels.
5. Ability to elicit productive performance from cooperating personnel.

Personal Characteristics

1. Enthusiasm
2. Flexibility
3. Cooperativeness
4. Zeal

5. Leadership

6. Creative Imagination

CHIEF PROGRAM ANALYST - DUTIES AND QUALIFICATIONS

The program analyst will act as a resource person in the preparation of all programs submitted for funding under the titles of federal and state statutes. He will be responsible for seeing that programs are written in the proper format and that program components are properly described. He will assist in evaluating the merits of individual programs, and determining their relevance for the Boston Public Schools. By a continuous and systematic process he will assess the merits of on going programs, and will determine, in cooperation with personnel administering the programs, what alterations and improvements should be made. The program analyst will participate in conferences,work shops and staff meetings directed toward the identification, development and evaluation of programs and he will edit, revise, and recast program designs prior to their submission for approval for federal and state funding. In addition, the program analyst will discuss new proposals submitted by individuals, groups, or educational agencies and will see that these suggested proposals are referred to the proper channels of the Boston Public Schools.

Professional Qualifications

1. Editorial and or writing experience.
2. Familiarity with federal and state statutes related to education.
3. Experience in program preparation.
4. Teaching experience at all educational levels.
5. Awareness of organization and procedures of Boston Public Schools.

ADMINISTRATIVE COORDINATOR--OFFICE OF PROGRAM DEVELOPMENT

The administrative coordinator will be responsible for setting up a mechanism within the Office of Program Development; (1) to facilitate the flow of program development and preparation; (2) to establish efficient office management and accounting procedures; (3) to supervise clerical and secretarial personnel and to identify clerical needs; (4) to supervise the preparation of reports to the federal and state government and to the Business Manager of the Boston Public Schools; and, (5) to expedite the publication and dissemination of educational documents as required by the provisions of the Elementary and Secondary Education Act of 1965.

Physical Qualifications

As listed before for educational specialist, etc.

Professional Qualifications

1. Administrative experience.
2. Knowledge of business procedures.
3. Familiarity with administrative mechanism of Boston Public Schools.
4. Familiarity with federal and state statutes relating to education.
5. Ability to establish effective working relationship with School Department and outside personnel.

Personal Characteristics

1. Efficiency
2. Cooperation
3. Affability
4. Enthusiasm

EDUCATIONAL SPECIALISTS: DUTIES AND QUALIFICATIONS

I. Description of Duties

The educational specialist will be expected to:

1. Identify, explore, and evaluate promising program components;
2. Develop original ideas independently;
3. E ercise critical judgment in approving or rejecting program elements;
4. Elicit the best efforts from curriculum specialists, consultants, and other cooperating personnel;
5. Cooperate effectively with supervisors, teachers, and administrators;
6. Draw up reports and program descriptions; and,
7. Expenditure and energy beyond the requirements of the average school day and the conventional school year.

II. Desirble physical, professional, and personal qualities of the educational specialist.

A. Physical Characteristics

1. Male or female.
2. Preferably between ages of thirty and forty five.
3. Good Health
4. Good appearance.

B. Professional Qualities

1. A minimum of six years experience at the assigned educational level.
2. Writing or editorial or related experience.
3. Exposure to current educational trends:
   (a) Summer programs
   (b) Experimental programs.

(c) Experimental workshops
(d) Visits to schools or agencies conducting or developing innovative programs.
(e) Courses oriented toward educational change.

4. Organizational experience with some supervisory emphasis.

5. Evidence of professional growth.

6. Receptivity to educational change.

7. Imaginative teaching capability.

C. Personal Qualities

1. Creative Imagination. Emphasis will be upon originality, curiosity, and receptivity to innovative educational ideas.

2. Intellectual Courage. The educational specialist must be willing to experiment and not fear occasional failure or less than complete success in every venture. He must also have the courage vigorously to support his own convictions.

3. Energetic Zeal. The educational specialist must be prepared to devote long hours to educational experimentation involving frequent conferences, workshops, visits to promising educational programs, assembling of material, preparation of progress reports, etc.

4. Leadership. He must have the ability to elicit the best efforts of teachers, curriculum specialists, consultants, and other cooperating personnel. The educational specialist must be able to inspire others by projecting his own enthusiasm.

5. Cooperativeness. Educational specialists must be able to work effectively with others in a concerted team effort. They must have the ability to establish rapport with a wide variety of people.

6. Critical Judgment. The educational specialist must be willing to subject his own efforts to critical analysis, and tactfully to analyze and suggest improvements in the efforts of others.

ADMINISTRATIVE DIRECTOR - SUBSYSTEM SCHOOL: DUTIES AND QUALIFICATIONS

In addition to fulfilling most of the purely administrative functions assigned to a principal or headmaster in the Boston Public Schools, the

Director of a Subsystem School will work directly under the education specialist and will cooperate with curriculum specialists, and teacher investigators in carrying out program components. He will coordinate program activities with teachers, supervisors, and other administrative personnel. He will expedite the grouping of pupils and insure that materials and supplies are available for teachers. The Director will also schedule teacher conferences, workshops, classroom demonstrations, and will arrange and facilitate visits of educators from outside the Boston School Department. In addition, the Director will assist the education specialist in acting as a liaison agent between the school and the community and will fulfill a public relations function in promoting a favorable image for the school and the program.

The Director of the Subsystem School will also assist the education specialist in the development of the in-service teacher training program and will help supervise the operation of the experimental summer school program. He will thus be expected to make his services available beyond the regular school day and during a portion of the summer for activities related to program development and implementation.

Professional Qualifications

1. Demonstrated administrative ability.
2. Six years experience at assigned level.
3. Experience with innovative educational programs, curriculum materials, and teaching techniques.
4. Evidence of professional growth. (Publications, committee work, courses, membership in educational organizations.)

Personal Qualifications

1. Leadership
2. Cooperativeness
3. Sincere interest in educational change
4. Affability
5. Energy

CURRICULUM DESIGN SPECIALISTS - JUNIOR AND SENIOR HIGH SCHOOL

I. The duties of the curriculum design specialists will be similar in most respects to the duties of the elementary and early childhood teacher-investigators. Curriculum design specialists will fulfill the same kinds of teaching, developmental and evaluative functions as the teacher-investigators but will concentrate mainly on the areas of their subject specialities. Thus, one of these specialists will be identified and selected for each broad subject area and, under the supervision and direction of the education specialist, will cooperate with other curriculum design specialists in the planning and development of junior high and high school curricula.

Qualifications

The physical, professional and personal qualifications of curriculum design specialists will be the same as those listed for teacher-investigators except that curriculum design specialists will be expected to have demonstrated unusual competence in the area of their subject specialties.

CURRICULUM DESIGN SPECIALISTS

The curriculum design specialists at the elementary level will perform a variety of functions. Each will, with varying degrees of emphasis: (1) conduct classes; (2) cooperatively plan curricula in specialized subject areas; e.g., language arts, reading; (3) investigate, implement, and evaluate new and promising educational materials, and teaching procedures; (4) prepare reports on progress of investigations and on the quality and effectiveness of program components; and, (5) make periodic visits to school systems and educational organizations developing and/or conducting promising educational programs. Curriculum design specialists will work under the supervision of the elementary educational specialist.

Physical Qualities

As previously listed.

Professional Characteristics

1. Superior teaching ability.
2. Sincere interest in educational improvement.
3. Knowledge of and experience in innovative educational programs.

Personal Qualities

1. Idealistic
2. Flexible
3. Progressive
4. Energetic
5. Hard working

2. TITLE III

Title III of the Elementary and Secondary Act presents Boston with a unique opportunity for large-scale innovation in the Boston Public Schools. This title differs significantly from Title I. First, it includes no requirement that sole emphasis be placed on programs for the economically deprived; second, it encourages the exploration of broadly innovative ideas, new approaches to learning, and the involvement of broad community representation. Finally, it was the understanding of the Office of Program Development, on the basis of information received from the United States Office of Education, that preference would be given to planning grants rather than operational grants. In fact, it was emphasized that funding for operational proposals emanating from the planning phase should be sought under Title I or under various titles of other acts since only a limited amount of money would be available under Title III.

On the basis of figures made available by the Massachusetts Department of Education it was determined that the Boston Public Schools might be eligible for a maximum of $250,000 under the provisions of this title. The essential difference in requesting funds was that proposals must be submitted directly to the United States Office of Education rather than to the state educational agency. The granting of funds required a favorable decision by a Board of Review designated by the United States Office of Education.

Guidelines had been circulated to interested local educational agencies which specified the various deadlines for submitting proposals. The first deadline was November 10, and since the next deadline fell three months later, the Office of Program Development decided to meet the first deadline even though it allowed only two and a half weeks for the preparation of the proposal.

Since broad community involvement was encouraged in the planning of a proposal, more than fifty local educational, cultural, service and community action agencies were invited to attend an initial meeting scheduled late in October. Over forty organizations responded and this group, which assembled at School Committee Headquarters, was addressed by the Superintendent of Schools and the Consulting Director of the Office of Program Development. Considerable enthusiasm was generated during this meeting and from it stemmed the advisory committee for the planning proposal. Letters of assurance were requested from each of the organizations represented. At the conclusion of the meeting, volunteers were requested to form a temporary executive committee to expedite the development of the proposal. Dean Jack Childress of Boston University School of Education assumed the temporary chairmanship of this committee. This committee set a tentative date for its next meeting and adjourned.

Several formal and informal meetings of members of the temporary executive committee were held during the next few days to identify the objectives of the planning proposals and to isolate program components. The final proposal was drafted by the Office of Program Development and the ten required copies were sent to the United States Office of Education before the November 10th deadline, with assurances from each of the cooperating organizations attached to the document.

During the period intervening between the submission of the proposal and the date set for a final decision from Washington, the temporary executive committee met twice to set up procedures in the event of a favorable decision from Washington. The committee initiated steps and established itself as a permanent committee by nominating a permanent chairman, vice chairman, executive secretary and executive board members for the approval of the Advisory Committee at its next meeting.

Recently, word was received from the United States Office of Education that the planning proposal was not on the approved list in its present form.

The United States Office has suggested several changes and asked that the program be re-submitted on February 9th. This was done. On April 8, 1966, a grant of $210,000 was made to Boston under Title III. (See section IV of this report).

II. PROGRESS FROM JANUARY 1966 THROUGH MAY 1966

During the final weeks of December 1965, various portions of the Title I proposal were clarified to the satisfaction of the Massachusetts Department of Education. Shortly before the end of the year the Commisioner of Education notified the Superintendent of Schools that the proposal had been approved with certain reservations. Therefore, of the $3,6000,000 originally allocated to Boston, a sum of $2,4000,000 was released. It was indicated by the Commissioner of Education that the

uncommitted sum of $1,200,000 would be withheld pending discussion and revision of several components of the proposal which did not completely satisfy the Department of Education. The components in need of revision were identified as adjustment counseling, guidance, early childhood education and evaluation. These recommendations were brought to the attention of responsible administrative personnel, and additional information on components in question has been supplied to the State Department. It is hoped that the additional funds will be released soon.

The administration and selection of personnel for the enrichment programs have been the responsibility of the Office of Program Development. Administrative procedures have been established by the Director of Compensatory Services. Additional personnel to staff the enrichment program has been selected through normal School Department channels.

A. ORGANIZATION OF OFFICE

With the receipt of Title I funds as of February 1, 1966, the Office was in a position to begin full-scale operation. The central staff, recruited primarily for the purpose of operating the model/demonstration sub-system program, has consisted of the director, chief coordinator of sub-system programs (Mr. Carey), chief program analyst (Mr. Brow), an administrative supervisor (Mr. Keelon), and two secretaries.

With the funding of the Title III proposal, there will have to be an expansion of the central staff with the addition of an assistant director in charge of school planning and his separate staff.

The entire office, including the director, the assistant director, the chief program analyst and the remainder of the sub-system staff will be housed in the old Notre Dame Academy at Academy Hills in Roxbury.

B. INDIVIDUAL EXPERIMENTAL PROGRAMS

The programs outlined in section IB will continue until the end of the 1965-1966 School year in June. In the future, the experimental programs described in section I and currently operative will be introduced at the appropriate level in the sub-system schools. This by no means precludes us from placing some of these programs in other schools which, for educational reasons, might be deemed more appropriate at the time.

C. ORGANIZATION OF THE MODEL DEMONSTRATION SUB-SYSTEM

The sub-system operations will be divided into five field staffs, one each for early childhood, elementary, junior high, senior high and instructional research and evaluation.

Each of the field staffs will be headed by an education specialist whose chief responsibility is the planning and development of the curriculum in the model experimental schools to be operated at each level. The instructional research and evaluation group will obviously not run a school but will observe the activities in all of the experimental schools and will conduct its own program of research and evaluation based upon these observations and its close participation in the deliberations of each of the field staffs. As is the case with all sub-system personnel, the jobs of the education specialists are temporary assignments by the superintendent.

The five education specialists so far selected and approved by the superintendent and the board of superintendents are:

Early childhood: - Mrs. Helen Cotter, formerly acting Director of Kindergartens.

Elementary:	Mr. Bernard Shulman, assistant principal of Sarah Greenwood District
Junior High:	Mr. Robert Donahue, assistant principal of Woodrow Wilson Jr. High School.
Senior High;	Miss Grace Whittaker, head of the English Department at Dorchester High School.
Instructional Research	Miss Margaret Callahan, Testing Department, Boston Public Schools.

The administrative supervisor for the Office of Program Development will be Mr. John Keelon, administrator of the English High School Annex in Brighton.

The exact nature of the tasks of these education specialists and their operational field staffs will differ according to the state of their experimental operations.

The job of the specialist in early childhood, for instance, will be the establishment of an experimental pre-school operation, if possible within the geographic vicinity of the Boardman School and using one of the proposed year-round pre-kindergarten-Headstart classes. As with all of the field staff operations, the early childhood director will be expected to build a staff of curriculum design specialists and conduct an experimental summer program. She will be supplied not only with adequate staff but with funds for hiring leading consultants, for the purchase of experimental curriculum materials and for travel so that she and her staff can view innovative programs in other cities.

The job of the elementary specialist is rather different since he moves an operation that is already in progress.

His job, working in conjuction with the administrative director of the sub-system elementary school, will be to supervise the development of curricular experimentation, to build a complete staff of curriculum design specialists and associated personnel, to work with curriculum development personnel from colleges, universities and curriculum development organizations such as Educational Services Incorporated, to help design an after-school program based upon free activity, especially in the arts, and to work with the parents and the local community in all of these activities.

The job of the education specialist at the junior high level will be somewhat different from that of the elementary specialist. In the case of the junior high specialist, his main job will be the selection of a core of curriculum design specialists from the junior high level to begin the job of building both an experimental summer program and curriculum to be introduced into the experimental junior high school in the fall. This school will be the Lewis Junior High School in Roxbury. In addition, this specialist will have a primary responsibility in establishing a new design for the Harvard-Boston program operating within the sub-system.

The education specialist at the high school level will have a job roughly similar to that of the junior high school specialist with several major exceptions. While building a core staff and designing an experimental summer program, this specialist will have the added burdens of designing a summer program primarily aimed at devising an appropriate educational program for potential drop-outs and also of essentially designing a whole new curriculum for the proposed secondary education complex. The on-going experimental

secondary education program will begin its fall operations in the Lewis Junior High School.

The exact duties of the education specialist in charge of the instructional research group have not yet been established in detail. This will be the subject of a separate working paper.

D. EXPANSIONS AND REFINEMENTS OF FEDERAL PROGRAMS

1. A Boston Educational Advisory Council.

All of the Federal education programs require as a condition for receiving grants a broad participation of the community at all levels--not only the social, civic, cultural and educational elements but local community groups. In the case of Title I projects, there must be a particularly strong representation in the planning and operation of these programs of the local community action organization (in this case, Action for Boston Community Development) and by local people representing the disadvantaged community.

What this has already led to and will increasingly lead to is the formation of a large number of advisory committees, many of which have overlapping membership and functions. Operating under this requirement, for instance, Miss Marguerite Sullivan, Deputy Superintendent of Schools, has formed a citizens advisory committee to assist in the planning and operation of the elementary compensatory program.

In addition, there is in being already, an advisory committee to the Headstart-Early-Childhood program and an ABCD Citizens Advisory Committee to advise ABCD on all education programs submitted to OEO and to grant community action approval to Title I programs submitted to the Office of Education by the Boston Schools.

The most all-encompassing such committee is the School Committee's own Advisory Committee on Comprehensive Educational Planning, formed to advise in the implementation of the proposed Title III school planning program. This committee already represents, or soon will represent, almost all of the educational, cultural and civic groups in the city of Boston (and Greater Boston in the case of colleges and universities). Many of the groups represented on this committee are also represented on the other various committees sponsored either by the school system or by ABCD.

Clearly, this proliferation of committee upon committee is reaching an unreasonable and dangerous point. If it continues, school personnel will have little time for anything beyond attending meetings of one committee or another. The duplication of effort involved in this prospect is horrendous.

We have therefore proposed to the School Committee that all of these various educational advisory committees be brought together (insofar as they are attempting to advise the School Committee or any aspect of the school system) into a single committee and that the existing Advisory Committee on Comprehensive Educational Planning (TitleIII) be enlarged to cover not only programs under Title III but Title I and Office of Economic Opportunity programs as well.

We have further proposed that this over-all body to be called the Boston Educational Advisory Council--have an executive committee and four permanent sub-committees to be drawn from the members of the larger committee:

---A committee on early childhood education to advise all programs dealing with pre-kindergarten, Operation Headstart and any combinations of these.

---A committee dealing with all compensatory and enrichment programs, elementary, junior and senior high.

---A committee dealing with all programs of experimentation and innovation, especially the model sub-system.

---A committee dealing particularly with projects developed under and for Title III support.

These four sub-committees would report to the larger Council, which would meet as a whole perhaps only four times a year, so that an exchange of ideas and suggestions could take place and a general consensus arrived at.

The membership of the sub-committees would be jointly determined by an executive committee of the larger Council and by the school department. The Council would decide what institutions or groups should be members of the Council, but the sub-committee membership would be selected by the executive committee and the relevant department of the school system--the enrichment sub-committee, for instance, would be jointly selected by the executive committee and the Office of Compensatory Education. In any cases of disagreement, the final decision would rest with the school personnel.

It should be strongly stressed that the role of the Council is <u>advisory</u>, that is, the Council makes recommendations to the School Committee through the Superintendent, the Board of Superintendents and the relevant departments. The ultimate authority on all matters pertaining to the Education Act is the School Committee. On the other hand, the Council would have a voice in such decisions by virtue of the simple fact that unless the community approves of the programs and is involved in the planning, Boston will not get funds from the Federal Government.

We realize that a single group such as this may well end up having some 60 members (the Title III committee already comprises some 50 such groups) and would therefore be unwieldy. Such unwieldiness, however, is preferable to the proliferation of endless committees that we have now.

There is a further possibility, namely, that the Council might also at some future date serve as an over-all educational advisory committee to ABCD, thus replacing the committees now operating there. Some discussion has taken place concerning such a possibility, but no action has as yet been taken by ABCD on the matter. The idea of establishing such an advisory council has been approved by the Board of Superintendents.

The School Committee has approved in principle the creation of this Advisory Council and steps are being taken to organize it.

2. PROGRAMS TO BE SUPPORTED WITH UNEXPENDED FEDERAL FUNDS

When the original Title I proposal was prepared by the Office of Program Development it was anticipated that all programs would be initiated by November 1, 1965 or, at the latest, by December 1, 1965. The allocation of funds for the various program components was based upon this expectation. Following submission to the State Department of Education, a lag occurred between the submitting of the proposal and the authorization of funds for the following reasons: (1) Certain of the program components needed further clarification; (2) financial reports had to be prepared; and (3) legal requirements had to be met. As has been indicated previously in this report, funds were not definitely authorized for the proposal until the last week in December, 1965. The processing of funds through normal Commonwealth of Massachusetts

channels occasioned a further delay. Programs under Title I could not be fully funded and operative until Feb. 1.

Because of the lag between the submisssion of the proposal and its actual implementation, it seems that as much as one-third of the total grant or approximately $1,100,000 will be unexpended.

If state and federal directives will allow it, we plan to allocate these funds for equipment and renovations in the Compensatory and Sub-System schools.

III. PLANS FOR HARVARD-BOSTON AND SUBSYSTEM SUMMER PROGRAMS

A. Early Childhood Component--Kindergarten and Pre-Kindergarten Including Fall, 1966, operations

SITE

After exploring all private resources of the neighborhood without success for a room for the Pre-Kindergarten, it was determined that it should be housed in a nearby public school. The Higginson was agreed upon as the most suitable location because the projected enrollment for 1966-1967 could be handled in the program, geographically it was nearest to the Boardman School, and there was a provisional teacher there. The Boardman School will have a Pre-Kindergarten in the morning and a Kindergarten in the afternoon in one room and so will the Higginson.

SECTION OF PUPILS

Each room will service the normal population of the school in which it is located. The children will be registered on the city-wide registration date for Kindergartens, April 13; and the twenty pupils eligible for Kindergarten in September 1966 will be invited to the Summer School which will operate in each school, in conjunction with the Elementary unit at the Boardman, June 27 to July 29. Fifteen children will be registered for the Pre-Kindergarten.

PERSONNEL

Mrs. Evelyn Zintz, recently with the Pilot Pre-Kindergarten program at Whittier Street, has been assigned to the program. On registration day she will interview the parents of the children at the Higginson who will be eligible for Pre-Kindergarten in September. This is the group she will work with in September. For the remaining part of the current school year she will work part-time in the Higginson as new material

is introduced and will work on program planning and content for next year. She will not work in the Summer School this year because of a previous commitment to teach at Tufts. Mrs. Ellen Sullivan, Kindergarten teacher in the David Ellis, will be her replacement for the Summer.

Hopefully a second teacher will be assigned to the program soon to work in the same manner at the Boardman School.

By June it is hoped that the other two teachers that will be involved in the program will be identified and assigned.

PROGRAM

Because research indicates that children in disadvantaged areas often have slower development in language facility, and in auditory and visual discrimination skills the Summer School will have an enriched program to help meet the needs in these areas. New Audio-Visual equipment and material will be introduced into each room. We are exploring with Mr. Dooley the kind of equipment that the child may eventually operate himself.

The central theme for the Summer School is "Let's Really Look Around Us." The first week the child will be introduced to school using some of the procedures developed in the Pilot Pre-School Program. Each week the child's attention will be led toward some aspects of the world around him through conversation, art materials, music, etc.

On each Thursday a trip to Castle Island will bring the child to seeing and experiencing first hand what he has been getting familiar with in the classroom. On Friday there will be time to think about and talk about and reinforce some of the learnings of that week.

We hope these experiences will make the child aware of some of the wonderful things around him and prepare him for a successful Kindergarten experience.

A PROGRAM FOR THE INTERMEDIATE GRADES

Two classes of fifteen children each from Grades 4, 5 and 6 will meet daily from 9-12 at the W.L.P. Boardman School. Each room will be outfitted with a variety of equipment and materials so that students will be given every opportunity to explore, create, or question and discuss concepts. As part of the program it is expected that the environment will result in arousing the curiosity of the student, so that with the proper guidance by the teacher, he will develop habits and skills of learning through discovery.

Students will be encouraged to think in terms of project development, but the unstructured program will permit development of the program as educational ideas are exchanged at our staff meetings. The Harvard Graduate School of Education will assign faculty members to assist in the program.

Field trips will be planned as an integral part of the program. The places visited and the resource people visiting our school will be in response to the interests suggested by the students. Full opportunity for a summer of exploration will be made available to the students. Our staff will be continuously engaged in providing those opportunities which can excite curiosity and which will permit optimum conditions to exist for "discovery." Faculty observations of pupil response will be most valuable in planning our future programs.

B. Elementary Program, Summer, 1966--W.L.P. Boardman School

A PROGRAM FOR THE PRIMARY GRADES

Three classes of twenty children from Grades 1,2 and 3 will meet at the W.L.P. Boardman School in a program entitled HHHS (Triple H-S)--"Help the Home to Help the Student." This program will attempt to create a very close working relationship between the Home and the School.

Three teachers and an aide working cooperatively will be assigned to the program and they will be assisted by two staff members of the Harvard School of Education. This will be part of the Harvard-Boston Summer Program.

The children will report to the school at nine o'clock each morning. The hour of nine to ten will be devoted to physical education (outside the building, weather permitting) or music, or drama. We shall encourage mothers to report to the building from nine to ten daily, if possible. Arrangements for a baby-sitting service to be located at the neighboring Y.W.C.A. will be explored.

While one teacher is working with the children during that first hour, the other teacher will be working with the parents. A detailed program on how the mother (or father) can help the child be successful in school will be explored. It is expected that the teacher will develop a parental perspective and that the parent will develop a teacher perspective. Speakers will be brought in from time to time to help both parent and teacher to learn more of the pupil perspective. Parents will be informed as to the daily activities of the school and follow-through techniques for the home will be suggested. Parent-teacher panels for mutual discussions will be planned. Parental assignments will be made so that a true partnership in education might be developed.

The ten to twelve sessions will be unstructured and developed by the staff as needs indicate. Reading, language, art, and music will be emphasized. A variety of equipment will be made available for the children to explore. Bus trips and walking trips will be a continuous feature of the program.

We shall visit:

Zoo	Farm
Airport	Children's Museum
Amusement Park	College--the adult world at study

We shall also take a "Lunch Cruise"--Ride the Swan Boats--take the children on a train trip, shopping tour, selected motion pictures, play (Children's Theatre)--pony ride, etc.

Our walking trips will explore the community with the children.

We shall visit a:

Fire Station	Bakery
Police Station	Library

TRIPLE HS

Schedule	(June 27 to July 29, 1966)
9--10	Children at Physical Education, Art or Drama Teachers working with parents
10:00--10:30	Story Telling--Ice Cream--Cookies
10:30--12:00	Unstructured program--Reading--Arithmetic-- Oral and Written Language
12:00--12:30	Lunch and Milk
12:30	Student dismissal
12:30--2:00	Teacher Evaluation and Planning

The program will also enroll all who wish to utilize the facilities of the neighboring Y.M.C.A for an afternoon program, by securing membership for them.

C. SECONDARY PROGRAM

I. Site

The summer school of the Model Demonstration Subsystem will be held at the Lewis Junior High School. Both the Junior High and the Senior High components will be housed in the Lewis School. The Senior High group will work with pupils presently in grade eight. The Junior High component will enroll pupils presently in grades six and seven. The program will be a mutual endeavor with the Harvard Graduate School of Education. A number of meetings have been held with George Thomas, Planning Director of the Harvard summer group. At these meetings several basic procedures were established.

A conference between the Harvard group and the Boston group followed. Definite ideas and plans were discussed. The outcome of this meeting resulted in conferences between Harvard and Boston members with interaction of ideas. Cooperative endeavors are being explored in the language arts, science, mathematics and reading. Mr. Thomas is presently seeking other members of the Graduate School to collaborate with the Boston staff.

II. Time Schedule

Attendance will be required from 9-12. During these hours the students will be allowed to select two areas of work. Experience in the following areas will be offered:

1. Language Arts
2. Science
3. Mathematics
4. Social Studies
5. Art
6. Reading

These programs will be closely correlated. A flexible schedule is envisioned with arrangements made for students to work part time if they

so desire in areas other than the two major selections. Short delineations of each teacher-investigator's plans for the summer are attached to this statement. The descriptions are not complete for the senior high group as we are awaiting the arrival of teachers in science and the language arts.

Physical education and arts and crafts will be offered from 12-2 for those pupils who wish to remain for the afternoon.

Teachers assigned to the subsystem for the fall will plan the fall program during the afternoons. Evaluation of the summer program and planning of activities will be carried on at this time also.

III. Selection of Pupils

Pupils applying for enrollment in the summer program must come within the classification of the culturally deprived.

Mr. Tobin has been consulted relative to the procedure for the identification of students. As some of the pupils will come from K-8 schools and grade six, Miss Sullivan's permission for this identification has been requested.

Principals are requested to submit the completed applications to Mr. Robert E. Donahue, Academy Hills, 2893 Washington Street, Roxbury, Mass., before May 12, 1966. Notices of acceptance to the program will be mailed to the candidates before June 1, 1966.

Msgr. Low, Superintendent of the Archdiocesan Schools, has been contacted with regard to the involvement of parochial school children in the summer program. Application forms will be forwarded to him. Further discussion with Msgr. Low on the program and its offerings is planned.

IV. Staff

The basic staff for the junior high operation has been completed. The senior high group is presently seeking representation in the language arts

V. Visiting Teachers

Interviews have been held with many applicants for summer positions. In order to make commitments, however, the establishment of the salary is of primary importance.

VI. Brochure Plans

A brochure to present information on the program is now in the process of preparation. It will cover the points essential for administrators and teachers in the school system and parents of students who may apply to understand the purposes and offerings of the program. The material for the brochure will be sent to the Board of Superintendents for suggestions, omissions, and approval before dissemination.

DESCRIPTION OF PROPOSED PROGRAM

THE NEW ART

This course will involve selected visual experiences to be done in the art room, photography, slide-tape lectures, and a slide-tape made by the students themselves. The emphasis will be on visual discovery and on developing good taste and an appreciation of esthetics. An effort will be made to keep all finished products to a high level of professionalism. Materials to be used will include paint, wood, ceramic tile, and metal.

LANGUAGE ARTS

1. Grades seven and eight: The Drama of the City

Emphasis in this offering will be on the oral aspects of literature. The major purpose will be to improve pupils' speech patterns, vocabulary, reading and writing ability, poise, and interest in school. Pupils will study the drama of everyday conversation, telephone conversation, radio and television drama, and drama in the legitimate theater. Two field trips--one to Station WBZ and one to the South Shore Music Theater--are planned.

2. Grade nine: The Accent is Personal

In keeping with the plans of the grades seven and eight, the older students will work particularly on the development of writing skills related to the dramatic in literature. Students will be encouraged to work on dialogues leading to original one-act plays. Reading will be planned to enlarge knowledge of the dramatic in literature. Field trips to summer theater in the area are planned.

MATHEMATICS

1. Grades seven and eight

What we hope to accomplish is to inculcate in our students basic algebraic concepts. To develop some basic skills we shall be working with sentences, both open and closed; truth sets; the use of one and more than one variable; signed numbers; the number line and crossed lines; simple graphs and plotting numbers on graphs. These latter concepts can be related to plotting and estimating distance and objects involving simple measurements.

2. Grade nine

This is also a pre-algebra offering. The purposes of the course will be to lead the student to the realization that the transition from arithmetic to algebra is a logical and a natural one and to convince him that success in the field of algebra and in mathematics beyond algebra is both desirable and attainable. The language, structure, and houristic methods characteristic of modern mathematics will provide the setting for the development of improved attitudes toward mathematics. Topics will include: sets and operations--problem solving with Venn diagrams; the Cartesian coordinate system--functions and graphs; arithmetic module equations with several solutions; and number bases--computer numbering systems. Informal exploratory projects will also be encouraged.

READING

1. Grades seven and eight: Communications in the City

The purpose of this program will be to acquaint children with the systems of communication present in their environment. The main stress will be on four areas: newspapers, radio, television, and telephone. All the classroom instruction will be tied in to field trips to the agencies under discussion. The unit will be closely correlated with the units on sound and the drama.

2. Grade nine: The Key to Success

This program will be particularly geared to those children who cannot read or who are below grade level in reading skills. It will be an intensive attack on the problem with a view to giving a child confidence in his ability to carry on the school work of the coming year.

SCIENCE

1. Grades seven and eight: Sounds in the City

The purpose of this unit is to study the subject of "Sound" from a scientific point of view and to provide in the pupil a greater awareness of the relationship of "Sound" to the urban environment. The program will be almost completely activity-centered with the students making and utilizing materials to develop manipulative, experimental, and problem-solving skills in the area of science. Field trips to relate the theoretical aspects of the subject to its practical applications are planned to a local radio station, Hatch Memorial Shell, and the telephone company.

2. Grade nine: Not delineated as of this date

SOCIAL STUDIES

1. Grades seven and eight: Water

This unit will attempt to acquaint youngsters with the where and how of the water they and other Bostonians use and depend on so vitally. They will consider the general origin of water and the reservation, treatment and distribution of Boston's supply. Matters of flood, drought, and pollution will be considered. Pupils will be encouraged to suggest and test possible solutions to problems.

2. Grade nine: The City on the Sea

The purpose of this unit will be to acquaint students with their urban environment by examining factors which have influenced the direction of Boston's growth. Founded as a port, Boston has long looked to the sea for sustenance and for commerce. As the sea provided, Boston responded. It is our intent to study the city as a product of its first industry, fishing. The discovery approach will be utilized and pertinent field trips taken.

3. Grade nine: The City

Although this unit is designed for grade nine, students from grades seven and eight who are interested may be allowed to enter. It is proposed to have the students make a photographic record of Boston. The class would travel under teacher supervision to photograph parts of Boston with instamatic cameras. The major idea is to get students to think about "What is a city?" and to have more positive feelings about Boston as a place to live. The result of this project would be a student-produced slide-tape on the city which could serve as a final activity of the summer program. Students' photographs could also be enlarged and mounted for display purposes.

PROGRESS REPORT--RESEARCH AND EVALUATION

March 7, 1966, date of assignment of Educational Specialist, Research and Evaluatio

I. Organization

The initial organization procedures in an office devoted to research and evaluation necessitated immediate access to reference materials, particularly research publications, test bulletins, education circulars, and specimen sets of psychological tests. Sales representatives from the various publishing companies have been interviewed to report the progress of their various companies in the areas of curriculum, research, and evaluative devices. A test resource library, including specimen sets of the most recently devised instruments, has been established and is rapidly expanding. Research ma azines and texts are expected to become an important part of such a center. The Director of Audio-Visual Aids has been contacted to recommend a reader for use with micro-filmed doctoral dissertations, which reflect current emphases in research areas. Educational specialists in the various school levels have examined those specimen sets already on hand for possible use as evaluative instruments in their particular fields. Cooperation was sought and received from Miss Mary B. Cummings, Director, Department of Educational Investigation and Measurement, who has made available on loan such test materials as are required to conduct individual case studies of children in the W.L.P. Boardman School. Miss Norah Preston, school nurse assigned to Dr. Frederick Landrigan, Ophthmologist, has been interviewed to coordinate the vision screening examinations at the Eye Clinic. It is planned to test, if possible, the vision and hearing of the pre-kindergarten and kindergarten children who are in the program. Expanded psychological services for all students involved in the subsystem are anticipated.

II. Personnel

The evaluation of the subsystem program encompasses considerable psychological testing. On April 25, 1966, Mary I. Lipner, experienced research assistant from the Department of Educational Investigation and Measurement, began her assignment in the Office of Program Development. A second experienced member of the Department of Educational Investigation and Measurement has been interviewed, is willing to accept the position, and is awaiting assignment. Individual psychological testing of the children at the W.L.P. Boardman School is now in process. The rapid expansion of the office has mandated secretarial services, and on April 12, 1966, a secretary was assigned.

III. Functions

A. Research

The setting in motion of research projects has been discussed with members of the Harvard-Boston Group. The two young men involved will be working on the summer program under George Thomas, Associate Professor Harvard University. Both are majors in research and contemplate doctoral study at Harvard University during the coming school year. Specific research projects have also been tentatively planned with the educational specialists on the various levels. Procedural steps in the formulation, approval, conduct, and reporting of such summer projects are to be delineated by this office and the Harvard coordinator.

B. Evaluation

The Federal Government in its publication Guidelines: Special Programs for Educationally Deprived Children, Section II, Design and Evaluation of Projects mandates formal evaluation of its projects. Conferences have been held with Dr. John Walsh of Boston College and his staff to explore the feasibility of creating an inter-university team to structure evaluation design.

IV. Community Involvement

A. Social services and hospital agencies

Preliminary steps to coordinate the activities of the research and evaluation division of the Office of Program Development with those social service and hospital agencies in the immediate neighborhood have been initiated. Mary I. Lipner, research assistant, has already made personal contacts with Dr. David E. Reiser, Director, James Jackson Putnam Children's Center, and has visited the Child Care Program of the Jewish Memorial Hospital, an adjunct of the Beth Israel Hospital. Both agencies are located on Townsend Street, Roxbury. It is planned to search out and extend contact to existing community centers to foster close coordination.

B. College and University

University personnel in the Boston area have demonstrated keen interest in the innovative experimental subsystem program. Contacts have been initiated in several instances by university administrators. Harvard University is already actively engaged. Boston College is tentatively involved in a consultant capacity. Dr. Raymond Dethy, Dean of the Graduate School of Education, Northeastern University, has contacted the Office and has expressed desire and willingness to become involved in the research area. It is expected that within a short time university involvement will increase and will provide constructive educational interaction.

V. Projection

It is anticipated that the services of the research and evaluation section of the Office of Program Development will rapidly extend in many directions.

The psychological services to the children in the program will increase. The professional library of research materials and the test resource laboratory will be continually enlarging and should be of immeasurable aid to the teaching staff. Original research design is to be encouraged so that teachers may innovate and evaluate in new areas with novel teaching materials. A system to disseminate information on research and the results of research and to demonstrate those projects which show promise should be of invaluable aid to all the teachers of the Boston system. It is the primary function of such a service to determine the worthy in educational innovation and to ensure its place in meeting the special educational needs of the children of the system.